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AUTHOR Everett, Pat; And Others
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ABSTRACT

Designed to encourage students to become involved with their school and community, this handbook presents a compilation of service and school spirit activities developed by the Meadow Park Intermediate School in Beaverton, Oregon. Information about how to organize a spirit or service club is presented, and three school spirit projects (locker decorations, morning announcements, and posters) are outlined. Nineteen in-building service projects are described, including assembly set-up and clean-up, courtyard maintenance, litter patrols, student tutors, and teacher aides. Several out-of-building service projects are also presented, including intergenerational activities, nursing home pen pals, and serving meals to the elderly. Sample forms for a field trip notice, field trip request, projects, and evaluation are appended. (MM)

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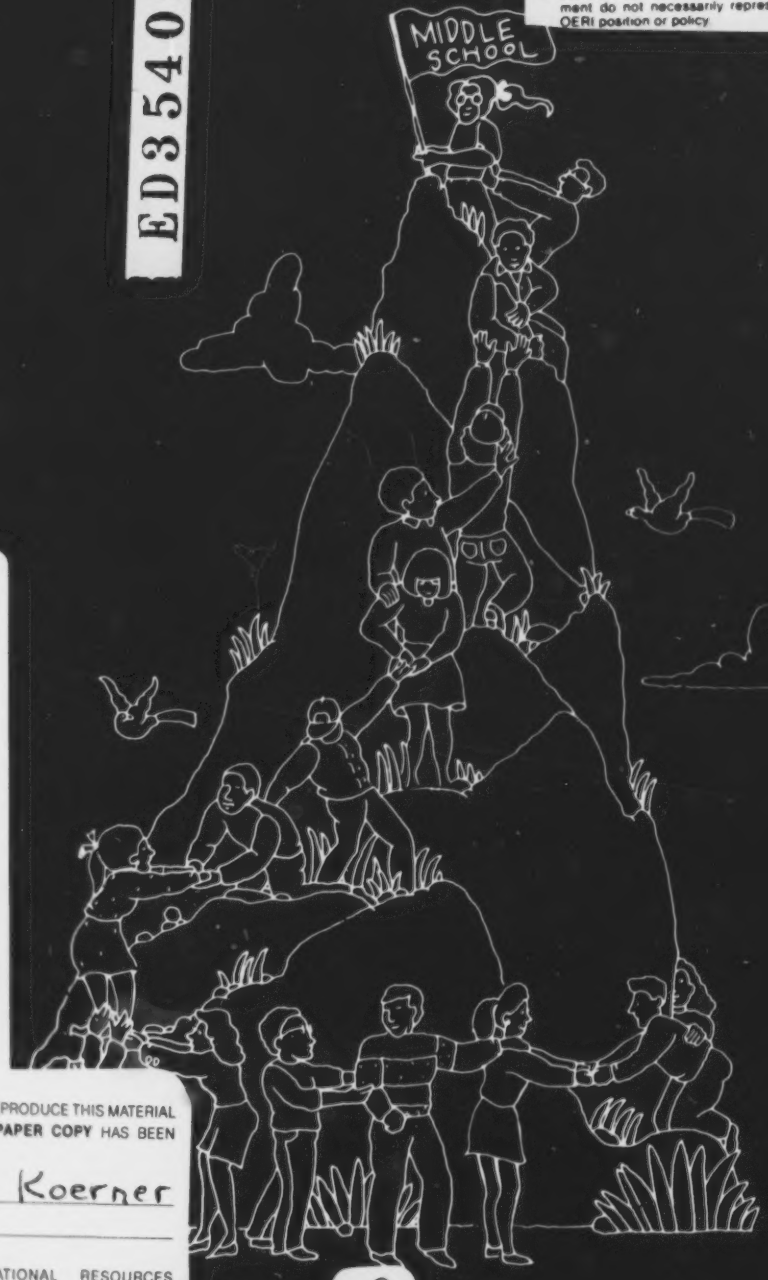

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Middle Level Spirit/ Service Projects

BY
Pat Everett
Kay Bridenbough
Joyce MacKenzie
Sue Douty

National Association of Secondary School Principals
Division of Student Activities

NASSP

Timothy J. Dyer
Executive Director

Thomas F. Koerner
Deputy Executive Director

Kathleen DeFloria
Associate Executive Director

Dale Hawley
Director, Division of Student Activities

Rocco Marano
Associate Director, Division of Student Activities

Mary Jo Patterson
Assistant Program Administrator, Division of Student Activities

Robert Mahaffey
Director, Editorial Services and Marketing

Jackie Rough
Project Editor

ABOUT THE AUTHORS

Pat Everett
Principal
Highland Park Intermediate School
P.O. Box 200
Beaverton, Oreg. 97075
(503) 649-0306

Kay Bridenbaugh
Meadow Park Intermediate School
P.O. Box 200
Beaverton, Oreg. 97075
(503) 591-4640

Joyce MacKenzie
3024 S.E. Knapp St.
Portland, Oreg. 97202
(503) 292-8765

Sue Douty
Meadow Park Intermediate School
P.O. Box 200
Beaverton, Oreg. 97075
(503) 591-4640
Beaverton School District #48
P.O. Box 200
Beaverton, Oreg. 97075

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National Association of Secondary School Principals
Division of Student Activities
1904 Association Dr.,
Reston, VA 22091-1537
(800) 253-7746 • (703) 860-0200

Contents

INTRODUCTION 1

CHAPTER ONE

Organizing a Spirit/Service Club 3
Definitions, Questions, Answers 5

CHAPTER TWO

School Spirit Projects 9
Locker Decorations 10
Morning Announcements 11
Posters 12

CHAPTER THREE

In-Building Service Projects 13
Appreciation Notes 14
Assembly Set-Up and Clean-Up 15
Bird Houses 16
Call-A-Thon 17
Classified Staff Support 18
Clean Desk Tops 19
Clothes for Others 20
Courtyard Maintenance 21
Custodial Staff Assistance 22
Fire Patrol 23
Greeters 24
Litter Patrol 25
Lost and Found Fashion Show 26
Overdue Library Books 28
Plant Starts 30
Showcase 31

Student Tutors 32
Teacher Aides 33
Welcome Wagon 34

CHAPTER FOUR

Out-of-Building Service Projects 35
Birthday Celebration 36
Clothes for Others 37
Holiday Decorating 38
Intergenerational Activities Description 39
Nursing Home Pen Pals 40
Serve Meal to Elderly 41
Towels for Children's Shelter 42
Additional Ideas 43

APPENDIX

Sample Forms
Field Trip Notice Form 44
Field Trip Request Form 45
Projects Form 47
Evaluation Form 48

Introduction

In 1987, Meadow Park Intermediate School changed from being a "junior high" to a "middle school."

In addition to designing teaching teams and homerooms, three teachers and a vice principal were asked to create a spirit and service club to replace a ninth grade rally club. Right away, it was decided this new club should involve every student in school. To do that, each homeroom became a service/spirit chapter. One coordinator supervised all 36 chapters. Each chapter was required to do at least one school spirit project and one out-of-school service project per semester.

Today, spirit/service requirements have changed due to changes in administration and finances. Now, students sponsor a schoolwide clean-up day and continue to do spirit activities. Out-of-school service projects, which are no longer required, include recycling, making a volleyball court, collecting school supplies for the homeless, and a stuffed animal drive for cancer patients. Due to financing, Meadow Park no longer has a spirit and service coordinator. With the absence of this person, not every homeroom continues with the spirit and service expectations. Yet, those who do participate enjoy and find value in their learning experiences.

The projects in this book are a compilation of the service activities sponsored by Meadow Park service chapters. They are easy to complete and require few materials. Readers are encouraged to expand these projects to meet specific needs. You may set up a spirit and service club similar to the one at Meadow Park Intermediate, or simply refer to the project descriptions for ideas for school and community activities.

School spirit and service organizations allow students to gain practical working experience and, at the same time, help other students, staff, and their community. These activities enrich their school experience by involving them in the needs of others.

The goals of the spirit and service organization are focused on students becoming contributing members of the community. Spirit and service activities enable students to step into the community and broaden their horizons from the narrow school perspective. These activities enable students to interact in a positive way with people of all ages, thus increasing their social understanding. Giving service also enables students to see real life applications for skills taught in the classroom.

The primary focus of the spirit and service organization is to help all students see beyond themselves and provide activities that promote students reaching out to help others.

The Spirit/Service Organization

The following outline was used at Meadow Park Intermediate School to set up a spirit/service club.

I. Membership

All members of the student body will automatically become members of the organization.

II. Meetings

The Spirit/Service Organization meets during the homeroom period.

Each homeroom is a unit of the organization.

More than one homeroom unit may work together on a project if they choose to do so.

One day of every two weeks of homeroom time will be given for Spirit/Service meetings.

III. Leadership

There will be an adult Spirit/Service Coordinator.

There will be a student steering committee directed by the coordinator. This committee will help make activity assignments, coordinate activities, and give general leadership to the organization. As the need arises, various standing committees for special activities may be formed.

IV. Activities

A. Spirit
Each homeroom will sponsor a minimum of one home athletic event during the year.

B. In-Building Service/Out-of-Building Service
Each homeroom will select a minimum for one in-building or out-of-building service project per year. These projects may be a one-time event or a continuing activity.

C. Activity choices are listed under the next three tabs.

V. Recognition

There will be a homeroom honor roll for achievement.

VI. Supplies

There will be two carts available with necessary art and spirit supplies. The supplies will be transferred from one homeroom to another as needed for selected activities.

Definitions, Questions, Answers

What does spirit mean?

In this case, spirit means sponsoring an athletic event. Each homeroom is assigned one home athletic event. Sponsoring means publicizing the event and recognizing the students involved in that event. (See Spirit section of this book.)

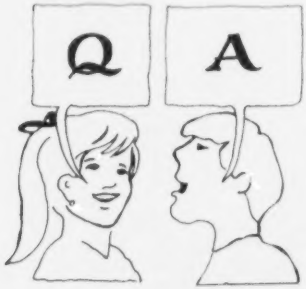
What does service mean?

Service can be a project that takes place in the building or in the community. Specific activities are listed under the in-building and out-of-building sections of this notebook.

Why do we have Spirit and Service?

- It is a worthwhile program that involves all students.
- It is an opportunity for students to interact with others in a helpful and positive way.
- It is a way to introduce students to intergenerational activities, which will help them develop positive ideas about other generations.

> *"Intergenerational Conflict. Already we see parents of grown children saying NO to school taxes. Yet, those children now in school are the ones who will be asked to pay retirement costs for older adults. What will happen when those young people say NO to increased deductions for social security and retirement? Now is the time to teach young people about other generations. Now is the time to involve the healthy and active 'gray groups' in education."*
>
> Kathy Lesley
> Beaverton School District #48
> Executive Director of Educational Public Relations



- It is another way for members of a homeroom to get to know each other while working toward a common goal.

How to select an activity.
Each homeroom is assigned an athletic event by the Spirit/Service Coordinator. (Requests for specific events should be given to the Coordinator as soon as possible in September.)

Each homeroom should review possible service ideas listed in this book and generate any other ideas of interest to the group. Working together, determine a first and second choice for service projects. The homeroom adviser then registers this idea with the Spirit/Service Coordinator. In written form, put service idea and homeroom adviser's name in the Coordinator's mailbox. If the Coordinator does not respond within three school days, proceed with the first-choice project.

What if a homeroom wants a project not listed in this notebook?
Complete a project form (see Appendix, page 47) and submit it to the Coordinator.

What if the project requires time out of school? (Spirit/Service field trip)
Check master calendar for date and submit a regular field trip and bus request form to the appropriate administrator.

What are the procedures if transportation is not available?
Follow the rules at your school for private transportation.

What must be done before taking students out of school for a project?
Students must complete a field trip permission form.
A list of students going on the field trip must be in teachers' boxes at least two days before the trip. (See Appendix, page 44.)

What if service is needed from a support staff member?
The homeroom adviser should talk directly to the support staff person. Exact needs must be in written form. Helpful support staff members include:
Kitchen Manager
Head Custodian
Light Housekeeper
Principal's Secretary
Head Media Specialist

What if food is part of the project?
Follow your school district's policy on homemade goods.

What if money is needed for the project?
Students may donate money or plan a fundraiser for needed funds. Check with the Spirit/Service Coordinator if a fundraiser is included in project plans.

What and where is Spirit Cart?
There are two spirit carts containing construction paper, stationery, team rosters, locker decoration forms, paints, scissors, and glue. These carts may be "checked out" from the Coordinator.

What happens when projects are completed?
When a project has been completed fill out an evaluation form and turn it in to the Coordinator. (See Appendix, page 48.)

School Spirit

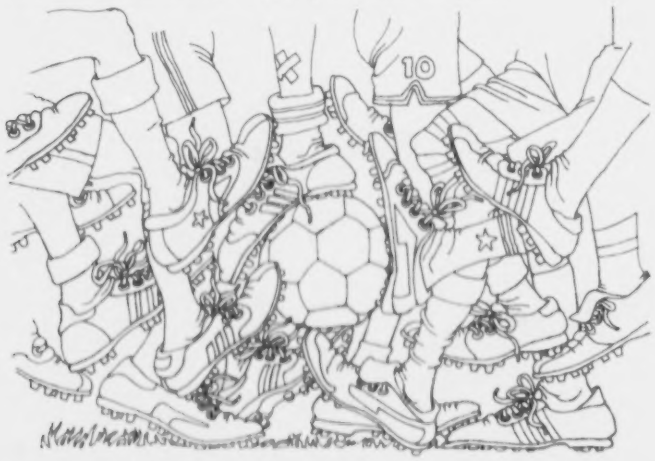
Each homeroom will be assigned one athletic event to sponsor.

This means the homeroom will:

1. Publicize the event by writing a minimum of two morning announcements, one for the day BEFORE the event and one for the DAY OF the event, and
2. Recognize the athletes by doing one of the following:
   a. making and posting locker decorations
   b. putting each team member's name on posters made to publicize the event.

A homeroom could also offer to:

1. Assist in set-up for the event (see Athletic Director for specific duties),
2. Meet referees for the event (see Athletic Director for specific duties), and
3. Attend event and sit as a group to cheer on team.



Locker Decorations

Objective: Recognize athletes

Materials: Spirit cart

Time:
Two to three periods to make decorations.
One period to post them.

Teacher Preparation:
Have hall passes signed for posting day.
Get cart and check for:
- athletic team list with locker numbers
- locker decoration forms

Implementation:
1. Review athletic event homeroom is sponsoring. Review purpose of locker decoration that recognizes team members in a positive manner.
2. As a group, select pattern for locker decoration. If you want, have decorations run off by clerical typist. If you do this, plan to color and post them next week to allow run-off time.
3. Assign each homeroom member a specific team member for whom he/she is to make the locker decoration. You may have to double up homerooms for small teams or double assign homeroom members for large teams.
4. Students prepare decorations.
5. When all decorations are finished, teacher checks for neatness and correctness.
6. Day of posting:
   Review hall conduct and how to mount locker decoration. (Roll tape, do not let it show, etc.)
   Students fill out hall pass and homeroom adviser signs them.
   Students post decorations on lockers.

Morning Announcements for Athletic Event

Objective: Publicize home game

Materials: Morning announcement forms

Time: One homeroom period—could be done during signmaking session.

Teacher Preparation:

- Pick up morning announcement forms from main office.
- Have date, time, and opponent of athletic event posted on board/overhead.

Implementation:

1. Short introduction on how to write a morning announcement:
   a. Be sure announcements include who, what, when, where.
   b. They should be written neatly in complete sentences, using correct grammar and spelling.
   c. Creative announcements catch audience attention.
2. Point out important facts concerning the event that are posted on blackboard or overhead.
3. Assign two groups to write announcements: one four days before the event, one for day of event.
4. Teacher proofreads each announcement for correctness and neatness, then signs form.
5. Assign student to turn in forms to main office one day before they are to be printed.

Posters for Athletic Event

Objective: Publicize home game

Materials: Spirit Cart
In Particular: butcher paper, paints, and markers

Time: One homeroom period

Teacher Preparation:

1. Get cart and check for:
   a. athletic schedule
   b. team roster
   c. sample sign
2. Dictionary

Implementation:

1. Short introduction on how to make poster:
   a. Posters include who, what, when, where facts.
   b. They need to be readable.
   c. They must be spelled correctly.
   d. It's nice if they are colorful and attention-getting.
2. List on board or overhead information that should be included on posters. (You may want to include team members' name on posters.)
3. Divide homeroom into six groups. Assign each group to make a poster. Posters needed are a minimum of: one for each hall, each corridor, and one for the cafeteria, for a total of six.
4. Teacher proofreads poster for appeal and correctness and then initials it.
5. Post posters two school days before athletic event.
   Note: Do not tape to painted surfaces. If posting in cafeteria, see the custodian.

In-Building Service Projects

Each chapter will select a minimum of one in-building service project per semester. These projects may be a one-time event, or a continuing activity.

Appreciation Notes

Objective: To write recognition or thank-you notes to school or community persons

Materials: School stationery or Spirit/Service stationery

Time: Could be a small part of several sessions by selected students

Teacher:
Get materials
Talk with "key" contact people

Preparation: "Key" people could be student body president, teachers in leadership positions, principal's secretary, and so on.

Implementation:
1. Discuss types of activities for which appreciation notes should be written, such as individual students who achieve in scouts, dance, or symphony, or parents who contribute to the school.
2. Students determine where information could be obtained.
3. Student assigned on "beat" to be covered every two weeks.
4. Decide on length of time to be donated to this project.
5. Write sample notes to save for examples.
6. Write notes.
7. Deliver or send notes.
8. Keep record of notes and reasons written, plus students who provided the service on wall chart as a recognition of service.

Assembly Set-Up and Clean-Up

Objective: Set up and clean up for an assembly

Materials: Get set-up needs and site diagram from custodian.

Time:
A. Planning time in homeroom.
B. Half hour before assembly.
C. 15 minutes after assembly.

Teacher Preparation: Talk to head custodian about set-up needs at least four days before event. Ask him how many folding chairs are needed, where chairs are to go, how to mark fire aisles and if grade signs are needed. He/she will have diagram of site needs.

Implementation:
1. Explain to homeroom about specific set-up needs.
2. Ask for six volunteers who can either come early for a morning assembly or who are doing well academically in last period classes and can be excused early to set up assembly. This is the set-up crew.
3. During homeroom time, talk with set-up crew to assign duties of setting up chairs, posting posters, marking fire aisle, and so on.
4. If needed, make signs for grade level sections.
5. Ask for six more volunteers who are either doing well in first period (for morning assembly), or who can stay after school for 15 minutes to clean up assembly. This is the clean-up crew.
6. During the homeroom time, talk with clean-up crew to assign duties. Their duties will be to fold chairs, remove signs, and sweep floor.
7. Give to activity director two days before assembly, the list of set-up crew and clean-up crew members. He/she will make announcement to allow crews to get out of class.
8. Remind set-up crew and clean-up crew of duties and where to be when.
9. Check with activity director if you have questions.

Bird Houses

Objective: Students build bird houses, place them around school, and maintain them.

Materials: Check bird house plans

Time: 4 days

Teacher Preparation: Locate bird house plans, check with shop teacher or ask staff for ideas.

Implementation:

DAY 1:

1. Explain objective. Review plans.
2. Develop supply list. Ask students to locate prices for supplies (bring in next day). Don't forget bird seed!
3. Write a proposal to cover costs to go to steering committee.
4. Submit proposal and supply list (with costs) to steering committee. When you have permission, proceed to Day 2.

DAY 2:

1. Explain objective

DAY 3:

2. Work to build bird houses.
3. Develop location spots for houses. Teacher then checks these spots with administration and custodians.

DAY 4:

1. Set up bird houses. Put bird seed on them.

Variations: Contact nursing home or elementary school to see if they would enjoy bird houses.

Call-A-Thon

Objective: Students will call students to inform them about a school event.

Materials:

- Twelve student phone directories
- Pertinent information on event (get from Spirit/Service coordinator)
- Names assigned to call (get from Spirit/Service Coordinator).

Time: One homeroom session and student at-home time.

Teacher Preparation:

1. Pick up supplies and information from Spirit/Service Coordinator.
2. Decide how you will divide up students to contact.

Implementation:

Explain that this activity would be done with all other homerooms. Each homeroom would be assigned 80 to 100 students to contact, by calling them by phone before or after school. They would be informing students of a school event, such as a canned food drive, SRA testing (sleep, bring pencil and book), used clothing collection. If your homeroom elects to do this, inform Spirit/Service Coordinator your group wants to help. He/she will contact you when a call-a-thon is needed. When it is, do the following:

1. Explain event to students. Write out specific information (what, when, where, why, how) and ask students to write it down.
2. Explain what to say when calling. Have a student role play a call. (For example: "Hi, I'm Jeremy Gray from Meadow. I'd like to talk with Jack Smith. Jack, I'm calling to remind you about our toy drive. We would appreciate it if you would bring any good, used toys to Room C-4. These toys will go to needy children in our area. Thanks for helping."
3. Assign students names of those they are to call. Students write down phone numbers from student phone directories.
4. Give two to three days for students to make calls. Set a due date so student will know when to get calls made.
5. After date, review with homeroom the calling results.

Staff Support

Objective: To make staff feel appreciated

Materials: Notes, birthday cards, flowers from their yard

Time: One day (off and on) during the year (perhaps one day a month)

Teacher Preparation: Get a list of support staff. Help homeroom develop interview form. Make sure during year that all staff members are recognized.

Implementation:

1. Discuss things that could be done to show appreciation.
2. Get a list of staff members.
3. Send out to all staff members a form that interviews them for important dates and interests.
4. Divide homeroom into months of the year. Have groups designated to certain staff members during the year. Have a sign-up sheet.
5. As the special day occurs have members that have signed up do what they feel would be appropriate for that staff member.

Clean Desk Tops

Objective: To clean desk tops of teachers that have requested it.

Materials: Rags and cleaning solutions. List of teachers who wish to have their desks cleaned.

Time: One homeroom session.

Teacher Preparation:

1. Get rags and cleaning solutions from custodial office.
2. Send inquiry to teachers as to who wants service.

Implementation:

1. Develop inquiry as to which teachers want desk tops cleaned and what day of the week their room would be free.
2. Get rags and cleaning solution from custodial office.
3. Go to each teacher's class that you are scheduled for—clean and straighten each desk, then proceed to the other homerooms and do the same activity until all rooms have been completed.
4. Be sure to leave rooms neat, lights out, door locked.
5. Return cleaning supplies to custodial office.

Clothes for Others

Objective: To gather clothes to be given to various agencies for homeless and needy people.

Materials: Labels to be placed in clothes for size and other information useful to recipients. Hangers.

Time: This could be an ongoing project for one or more homerooms. Or, there could be one for winter clothes and one for summer clothes.

Teacher Preparation: Arrange for a place to store collected items.

Implementation:

1. Students should decide on the agency for whom they will be collecting clothes.
2. Students should decide if they want to select one season's clothing or more.
3. Students should select a deadline for donations.
4. Students should decide how many categories they should use: boys, girls, summer, winter, outerwear, not good enough to be included.

Courtyard Maintenance

Objective: To maintain courtyard; to keep it free of litter.

Materials: Garbage bags or garbage cans, brooms (from custodians).

Time: One to two homeroom sessions.

Teacher Preparation: Check with head custodian on any special needs.

Implementation:

DAY AHEAD :
Explain to homeroom that they will weed courtyard and pick up litter tomorrow.
Meet in courtyard. Dress appropriately.

DAY OF CLEAN-UP:

1. Meet at courtyard. Take roll.
2. Assign tasks, such as litter collectors, weeders for a section (area could be broken into four or five areas), sweepers.
3. Work.
4. When five minutes are left, send students to return equipment and take garbage to custodians.

Custodial Staff Assistance

Objective: To help custodial staff at busy times when they need extra support.

Materials: Any tools the job would need, to be provided by head custodian.

Time: One homeroom period

Teacher Preparation: Check with head custodian as to work that needs to be done (let him know your homeroom is available with one day's notice).

Implementation:

A DAY AHEAD:
Explain to homeroom what help custodial staff is going to need tomorrow. Be sure to dress appropriately.

DAY OF CUSTODIAL STAFF ASSISTANCE HELP:

1. Meet at designated area.
2. Assign tasks: such as dust, litter, clean cafeteria.
3. Work.
4. When five minutes are left, have students return equipment.
5. Thank custodians.
6. Compliment students on good job done.

Fire Patrol

Objective: Students help conduct fire drill.

Materials: None

Time: Two sessions

Teacher Preparation: Contact administrator in charge of fire drills to arrange for him/her to attend homeroom.

Implementation:

DAY 1:

1. Explain objective.
2. Administrator reviews fire drill procedures with students. He/she may suggest areas where help is needed.
3. As a group . . . students, teachers, and administrators brainstorm list of student jobs (i.e., check restrooms, monitor that students stay in appropriate areas, be runner to deliver "come back in" announcement) that could be done to help fire drills run smoothly.
4. As a group, decide what jobs can be done. Ask for volunteers to do these jobs. Note—have specific explanations of each job. Ask someone to write job descriptions. Give copies to administrators, involved students, and homeroom teacher.

DAY 2:

1. Review jobs.
2. Practice different jobs.

Greeters

Objective: Students serve as greeters, and/or ushers at school events.

Materials: If doing a concert, students could fold programs. Contact event coordinator to get programs.

Time: One to two homeroom sessions, plus at-event student time.

Teacher Preparation: Check with event coordinator on specific needs.

Implementation:
The purpose of this activity is for students to act as greeters at parent night events or as ushers to give out programs at concerts or other events. If homeroom is interested, contact Spirit/Service Coordinator. He/she will contact you when the need arises. Once the need arises, do the following:

1. Contact event coordinator for specific needs and infomation regarding time students will be needed, behavior and dress expectations, whether or not name tags are needed, and yes or no on folding.
2. Four days to a week before event, explain needs to students. Ask them to check with parents to see which students can attend the event.
3. Three days before event, review with class their tasks, behavior, and dress expectations. If there are programs to fold, fold them. If name tags are needed, make them.
4. Day of event, briefly remind students of expectations. Explain where programs and/or name tags (if needed) will be stored at the event.
5. Day after event, ask students about event. Thank them for their help.

Litter Patrol

Objective: To keep school litter-free

Materials: Garbage bags (1 per two students)

Time: One day or when necessary (this could happen often throughout the year)

Teacher preparation: Check with custodian for littered area. Keep eyes open for littered areas.

Implementation:

DAY 1:

1. Explain objective to class.
2. Define littered area (parking lot, halls, outside eating area, etc.)
3. Define acceptable behavior when collecting litter.
4. Working in pairs, students collect litter.
5. Collect all garbage bags and put in trash can.

Variations:

1. Design a Litter Patrol pass, stating student name and homeroom teacher. Issue one per homeroom student, to be kept in his/her notebook.
   When an area is designated extremely messy, an administrator can use the P.A. to call out the Litter Patrol. Students show teachers their pass and clean up the area.
2. Help custodian clean windows, lockers, halls. Check with him/her ahead of time.
3. Contact Activities Director for volunteer Litter Patrol to clean up after an assembly or a party.

Lost and Found Fashion Show

Objective: To display clothing in lost and found so owners can claim it.

Materials: One coat hanger and one note card per student.

Time: Two sessions

Teacher Preparation: See if there is enough clothing to warrant a show. Check with administration to book date of fashion show.

Implementation: Note: You will need students' approval and support to make this fly.

DAY AHEAD:
Explain that tomorrow your class will go through lost and found items to plan a fashion show during lunch. Ask everyone to bring a hanger.

DAY 1:

1. Group visits lost and found area. Students pick an "outfit" to model and put outfit on hanger.
2. Return to room.
3. Each student writes description of their outfit and their name on a note card. Put note card on hanger and hang in coat closet.
4. Select a fashion show narrator per lunch.
5. Ask if students want to have background music. If so, ask someone to locate music and bring to next session.

DAY 2:

1. Divide group into two groups by lunches. (If you school has two lunch periods).
2. Everyone gets outfit out and gives outfit note card to narrator.
3. Each lunch group practices their fashion show.
4. Ask someone (could be student who does not want to model) to write a note to custodians asking for a microphone (give date of

show in note) and to Media Specialist requesting music system, if needed. Also, student could write a morning announcement advertising fashion show.

5. Select someone (should be an adult) to man the lost and found table at which students can claim clothing after the show.

DAY OF SHOW:

1. Students pick up outfits at start of lunch.
2. Students leave outfits at lost and found table after show.
3. Help students during your lunch. You may want to ask administrator or lunch duty personnel to help supervise the show you cannot attend.

Overdue Library Books

Objective: Students contact students who have overdue library books.

Materials:

1. Overdue library book list (obtain from Librarian)
2. Twelve student phone directories (obtain from Spirit/Service Coordinator).

Time: One homeroom session, plus possibility of student at-home time

Teacher Preparation: Contact Librarian to see if he/she wants students to send out reminder notes or call students.

Implementation:

Beforehand, ask class if they are interested in this activity and willing to make five phone calls at home. If so, let librarian know your homeroom is ready to work. When the librarian contacts you for help, ask for a preferred procedure. Follow his/her directions. If the librarian would prefer a phone contact made, do the following:

1. Divide number of students with overdue books into number of your homeroom students. That is the number of calls each student will make. They are to make calls at home after school or before school.
2. Give each student the names of students they are to call. (Steps one and two could be done ahead of time as teacher preparation).
3. Working in pairs, students use student directory to locate phone numbers of student they are to call.
4. Review with students what they are to say when they contat the student. (Something like this would be appropriate: "Hi, I'm John Jones from Meadow. Is this Tom Martin? Tom, you have an overdue library book entitled *How To Make Planes*. We would appreciate it if you would return it. Thanks." Point out that students could leave a message with parents if the student they are calling is not at home. (Something like this would be appropriate: "Is this Sally Smith's mother? I'm Jenny Larson from Meadow, calling to remind

Sally of an overdue book she has checked out. The name of the book is *Under The Wings of Flight*. Could you ask her to return it to the library? She could possibly check it out again if she needs it. Thank you.") You may also want to point out the best time to call and when not to call. Students could write such information down by phone numbers they are to call.

5. Set up two to three days for students to call. Then have a quick "how did it go?" review.

Plant Starts or Nursing Home Plant Starts

Objective: To start plants to be used around school grounds or to be given to community.

Materials: Students will generate list.

Time: Five sessions, plus daily checking and a planting or delivery day.

Teacher Preparation: Collect needed materials from student generated list. Locate where to put plants when done.

Implementation:

DAY 1:
Discuss objectives with homeroom. Brainstorm supplies needed (seeds, potting soil, start boxes). Assign students to get cost of supplies.

DAY 2:
Create a supply list that includes supply items, cost, and where to get item. Write a proposal to steering committee to get necessary supplies. Turn in proposal and supply list to committee.

DAY 3:
After committee gives approval, assign shopping lists. Explain pay procedure—students buy materials with own money and *keep receipts* (stress this). They then bring items and fill out check request. You sign it and turn it into coordinator who will see that check is written and delivered to student.

DAY 4 AND DAY 5:
AFTERWARD: Assign several students to check plant starts daily to maintain them.

PLANTING OR DELIVERING:
1. Locate spot to plant or locate nursing home that wants plants.
2. Pick day to plant or deliver plants. Inform kids of day. Request students dress appropriately.
3. Plant during a homeroom time or before or after school.
4. Nursing home could come to pick up plants or you could arrange for students to deliver.

Showcase

Objective: To maintain the front showcase for one month.

Materials: Bulletin board, Holiday Books from Media Center or library Spirit/Service cart.

Time: Two sessions prior to assigned month.

Teacher Preparation: Confirm selected month with Spirit/Service Coordinator

Implementation:

DAY 1:

1. Discuss objective with students.
2. Select a month from September through June.
3. Confirm month choice with Spirit/Service Coordinator.
4. Look through holiday books, bulletin board books, district calendar, school calendar.
5. Brainstorm ideas.
6. Decide on display.
7. Reserve art supply cart.
8. Assign tasks to individual students.

DAY 2:

1. Prepare display.
2. Place in showcase.

Student Tutors

Objective: To provide a student to student service

Materials: None

Time: Ongoing Sessions

Teacher preparation: Contact Resource Center, Counselors.

Implementation:

1. Discuss objective.
2. Determine students with needs.
3. Have students list their expertise.
4. Match student expertise with those requesting help.
5. Have students contact those who wish help by note or in person and schedule time. (Probably the cafeteria before school would be best.)
6. Keep record of contacts/tutoring.

Suggested ways to contact students who wish to have academic help:

1. Contact Resource instructors.
2. Publish a monthly "ad" to student body.
3. Have someone available on specific mornings in the cafeteria for tutoring on specific subjects.

Teacher Aide

Objective: To provide help to individual teachers before or after school.

Materials: None

Time: Two sessions

Teacher Preparation: Get list of teachers interested in having aides, services they need and times they would like help from Spirit/Service Coordinator. Provide some suggestions—paper grading, recordkeeping, collating, punch, bulletin boards, etc.

Implementation:

DAY 1:

1. Discuss objective with students.
2. List services students could provide.
3. Compare with teacher list.
4. Determine type of service each student is willing to provide.
5. Match students with teachers.
6. Discuss responsibility of student.
7. Determine transportation possibilities for before/after school.
8. Have students contact individual teachers and arrange a regular work time—weekly, monthly, for the quarter, semester, etc. before the second session.

DAY 2:

1. Students report on their schedule.
2. Make a room calendar so service time by individuals may be shared.

Welcome Wagon

Objective: To welcome students now to your school.

Materials: List of new students including their names, homeroom adviser's name, address and phone number. You can obtain this from the office secretary or guidance department.

Time: Two to three homeroom sessions, plus time of party.

Teacher Preparation: Check on school regulations regarding food brought to school.

Implementation:
The purpose of this event is to sponsor a party for students new to your school. You may want to work with another homeroom group of a different grade so all three grades would be represented at party.

BEFORE SESSION 1:
Pick date and time of party. Check master calendar to be sure date is okay. Possible time of party: before or during school day.

SESSION 1:
Divide class into committees to plan party. Committees should include invitations, food, program-activity, set-up, greeters, clean-up. Establish duties for each committee. Students work.

Decide if you need to put out an in-house field trip notice. If so, get it out to faculty two days before event.

SESSION 2:
Students continue planning, if necessary review plans. Send out invitations.

DAY BEFORE PARTY:
Review step by step what will happen. Have you made name tags located plates, cups, napkins, room for party, music for party, invited administration?

DAY OF EVENT:
Have event. Be sure students clean up.

DAY AFTER EVENT:
Ask students to write thank-you notes to anyone who helped your homeroom with their party.

Out-of-Building Service Projects

Each chapter will select a minimum of one out-of-building service project per semester. These projects may be a one-time event, or a continuing activity.

Birthday Celebration

Objective: To have students help celebrate birthdays for nursing home patients.

Materials:

a) Construction paper, glue, markers
b) Other appropriate card making materials

Time: One or two homeroom periods.

Teacher Preparation:

a) Contact local Nursing Home
b) Get names of patients who have birthdays this month and other information if possible

Implementation:

1. Discuss how to create and construct birthday cards.
2. Students design and make birthday cards for patients.
3. Place student birthday cards in a large envelope and mail to nursing home address.
4. The nursing home has a monthly birthday party. Students could attend party, sing happy birthday, serve cake, etc.

Note: Perhaps ask nursing home staff to take some pictures so students can see where their cards are displayed.

Clothes for Others

Objective: To gather clothes to be given to needy kids.

Materials: None.

Time: Two homeroom periods.

Teacher Preparation:

1. Coordinate with Spirit/Service Coordinator.
2. Contact for type of clothing needed.

Implementation:

1. Explain project to homeroom.
2. Write morning announcements.
3. *Two weeks ahead:* Start publishing morning announcements about clothing drive.
4. Have large box available in homeroom to hold donations.
5. Set up committee to stage fashion show.
6. Take box of collected clothes to agency or organization.

Holiday Decorating

Objective: To make a cheerful place at holiday time for the elderly at center.

Materials:

1. Red and white construction paper.
2. Classroom set of scissors, some glue.
3. Other appropriate materials for valentine making.

Time: Two to three homeroom periods.

Teacher Preparation: Arrange for space where student valentines can be displayed.

Implementation:

VALENTINE'S DAY DECORATIONS:

1. Discuss creating and constructing of valentines.
2. Students make valentines of many sizes.
3. Place student valentines in large envelopes for mailing.
4. Other possible holiday activities:
   a. Decorate a Christmas tree for the house.
   b. Make Easter baskets for guests at house.
   c. Carve Halloween pumpkins to decorate house.

Intergenerational Activities

Objective: To have our students and seniors share a classroom activity so they can share skills and interests.

Materials: None.

Time: Homeroom planning time plus school day.

Teacher Preparation:

1. Modify classroom lesson so as to incorporate senior visit.
2. Decide on a date and time.

Implementation:

1. Decide on an activity—dance, art, etc.
2. Work with clasroom teacher to host this activity for the day.
3. Set up a time table and follow it.
4. Write a letter of invitation asking for RSVP.
5. Students could host seniors at lunch if time is appropriate.

Nursing Home Pen Pals

Objective: To enable students to interact in a positive way with people of age, thus increasing their social understanding.

Materials:

1. List of patient names with individual information where possible.
2. Address of nursing home.

Time:

One to three homeroom periods.
Could be a continuing activity.

Teacher Preparation:

1. Decoration resources for cards.
2. Idea resource for writing.
3. Use print shop to make cards.

Implementation:

1. Invite a student from the steering committee as a resource to homeroom.
2. Homeroom teacher could do warm-up activities. "What can you say in a letter to an older person who is shut in," etc.?
3. Students write letters or cards.
4. Check rough drafts.
5. Follow with final writing and mailing to nursing home.

Serve Meal at Local Elderly Center

Objective: To help agency serve noon meal to seniors.

Materials: None

Time: One homeroom/one day at the center.

Teacher Preparation:

a) Contact elderly center

b) Get a date for students to serve and become informed as to what they will need to know and/or do.

Implementation:

1. *Two weeks ahead:* Order bus to get students to the center.
2. *One week ahead:* Give students field trip forms for parent signature and have them returned.
3. *Three-four days ahead:* Publish list of students who will be absent while on this activity.
4. Explain to students what tasks will be and proper behavior before senior citizens.
5. Go to center to serve.
6. Approximate time there will be two to three hours.

Towels for Children's Shelter

Objective: To gather towels for the shelter.

Materials: None.

Time: One or more homeroom periods.

Teacher Preparation: Contact children's shelter.

Implementation:

1. Explain project to homeroom.
2. Write morning announcements.
3. *Two weeks ahead:* Begin making morning announcements about towel drive.
4. Have large box available in homeroom to hold donations.
5. To generate interest, set up committee to stage a series of minute skits featuring towels as the focus. Do this during lunch.
6. Check with Spirit/Service Coordinator for date.
7. Take the box of collected towels to the shelter.

Additional Out-of-Building Service Ideas

- Special person/rare disease
- School-wide community service day
- Year-long canned food drive
- Adopt a foreign child
- Decorate Christmas tree and give to a family in need
- Adopt a family
- Yard work for elderly
- Tutorial program for elementary children
- Read to the blind
- Recycle newspapers
- Neighborhood clean-up
- Volunteer for TMR/EMR programs in elementary schools
- Sponsor family in low cost housing
- Chaperone grade school field trips
- Plant trees
- Make dinner for a group
- Pick up litter in parks
- Fix up home for older/handicapped citizens
- Collect toys
- Paint fences
- Build duck nesting houses for local lake or park
- Zoo docents
- Candy stripers
- Dog walkers

Field Trip Notice

Course Title:

Teacher's Name:

Field Trip Date:

Leaving Time: *Returning Time:*

Destination:

( ) Grade Levels participating: ☐ 5 ☐ 6 ☐ 7 ☐ 8

This notice must be filled out at least two school days prior to departure.

LIST OF PARTICIPANTS:

SAMPLE

Field Trip Request

Teacher's Name _____ Today's Date _____

Proposed date for field trip _____

Alternate date in case of calendar conflict _____

Method of transportation _____ Leaving time _____

Destination _____ Return time _____

Number of Students Going _____

Number/Names of Adults on Trip (recommended ratio is one adult per 20 students) _____

_____

_____

How does this trip relate to course objective/current class activities? _____

_____

What follow-up activities are planned for students when they return to the classroom to reinforce what they learned on the field trip?

_____

_____

DIRECTIONS:

1. Complete this form and submit it to the person in charge of the master calendar at least two weeks in advance of your proposed trip.
2. Attach a completed bus request form if you plan on bus transportation.
3. If your trip is approved and your proposed date is a workable one, your trip will be posted on the calendar and your bus request

forwarded to Transportation. This form will be returned to you. At that point . . .

4. Confirm names of students going and distribute permission slips to them. Contact any parent volunteers and finalize plans.
5. Check with principal's secretary on arrangements for a substitute.
6. Collect permission slips from students and submit a final list to attendance secretary two days in advance of your departure. Any final additions/deletions to the list should be given to attendance secretary the day of your departure.

Project Form

Objective:

Materials:

Time:

Teacher Preparation:

Implementation:

Spirit/Service Project Evaluation

Name project.

Briefly explain project procedures.

What should be done differently if project were to be repeated?

What were the most successful components of project?

What should have been available to make this project better?

List person or persons not a member of the homeroom who helped with this project. What did they do? Please give their phone number and address if they would be a good resource for other projects.

How much time did this project really take?

What were three things homeroom members learned from this project?

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